

# Two Rivers Primary School

## Data Report 2016 -2017

### Progress over the Core Subjects Summary:

English = 87% of pupils made outstanding Progress (Above 80% of a level)

Maths = 92% of pupils made outstanding Progress (Above 80% of a level)

Science = 88% of pupils made outstanding Progress (Above 80% of a level)

### Aims of this report:

- To share key data around student progress in each subject, year group and vulnerable groups.
- To identify key areas for improvements in English, Science and Mathematics and the EYFS.

## EYFS Data Summary 2016/17:

Summary of EYFS progression	PSED			Communication & Language			Physical Development		Literacy		Mathematics		Understanding the World			Expressive Arts & Design	
	MR	SC/SA	MFB	LA	U	S	M&H	HSC	R	W	N	SSM	P&C	W	T	EMM	BI
Child 1										x							
Child 2																	
Child 3										x							
Child 4																	
Child 5																	
Child 6																	
Child 7																	
Child 8																	
Child 9																	
Child 10										x							
Child 11																	
Inadequate								27%	9%		18.3%			9%			
Good			8%			27%		18%	27%		18.3%	27.5%		18.3%	9%	9%	9%
Typical	9%		46%	27%	19%	46%	9%	18%	36%		18.3%	27.5%	55%	18.3%	27.5%	9%	27.5%
Rapid	91%	100%	46%	73%	81%	27%	91%	37%	27%		45%	45%	45%	54.4%	63.5%	82%	63.5%
1 level or more progress	100%	100%	92%	100%	100%	73%	100%	55%	63%		63.3%	72.5%	100%	72.7%	91%	91%	91%

The majority of the students have made typical or rapid progress in all subject areas from their starting points. A particular improvement over time has been to the area of physical development, where we have focused the Sports Funding grant into providing opportunities at Monty's Soft Play. Please see Appendix 2 for Case Study around Monty's. There are no trends that relate to pupils needs or Pupil premium funding access.

## Whole School (Year 1 - 6) Pupil Premium data:

This data shows the number of students who receive pupil premium funding set out in year groups.

Year Group	Total Number of pupils	Number of pupil premium	Number of non-pupil premium
1	12	3	9
2	12	5	7
3	15	6	9
4	20	6	14
5	16	10	5
6	17	5	12
Total	92	35	56

## Level Range for Specific need across all subjects over the year:

Specific need	Year Group	Number of pupils	Level Range
SLD	YR1	5	P3(ii) - P6
	YR2	9	P3(ii) - P6
	YR3	6	P4 - P7
	YR4	6	P4 - P7
	YR5	10	P4 - P10
	YR6	8	P4 - P11
MLD	YR1	2	P3(ii) - P6
	YR2	0	
	YR3	0	P4 - P7
	YR4	1	P7 - P10
	YR5	0	

	YR6	2	P9 - P10
ASD	YR1	4	P3(ii) - P4
	YR2	3	P3(ii) - P4
	YR3	8	P3(ii) - P9
	YR4	11	P2(ii) - P9
	YR5	3	P3(ii) - P10
	YR6	4	P8 - P11
FSM Pupil Premium	YR1	2	P3(ii) - P6
	YR2	1	P1(ii) - P3(ii)
	YR3	4	P4 - P9
	YR4	6	P1(ii) - P7
	YR5	11	P3 - P10
	YR6	6	P6 - P10
PMLD	YR1	0	
	YR2	1	P1(ii) - P2(ii)
	YR3	1	P1(ii) - P2(ii)
	YR4	1	P1(ii) - P2(ii)
	YR5	0	
	YR6	0	
Armed Forces	N/A	N/A	N/A

## Mastery at Two Rivers Primary School:

Both the new curriculum and the Ofsted handbook stress that an objective of teaching was to create deeper understanding rather than to accelerate pupils into new content. Our approach to mastery at Two Rivers Primary ensures that all pupils develop a deep understanding and wholly complete the level at which they are working before moving through. This approach means that Learning is deep and pupils have the opportunity to master a range of skills, regardless of their starting points.

## English:

English data for this year has seen a considerable up turn. The data shown below is representing Year 1 - Year 6 for all pupil. There were five students who experienced their curriculum through Routes for Learning and these students data is written as a case study. See appendix 1 for anonymised version.

Yearly Whole School Reading Progress	Yearly Whole School Writing Progress	Yearly Whole School Communication and SPAG Progress																																																															
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## Reading, Writing and Communication P level range:

This data shows the working levels covered in each year group. The figures represent the student's ranges when pupils premium funding is accessed and when it is not required. See table on next page.

Year Group:	Total Number of pupils	Data Range	Progress of pupil premium	Progress of non-pupil premium
1	12	P1(ii) - P5 Reading P1(ii) - P5 Writing P1(ii) - P5 Communication and SPAG	3/3 pupils made outstanding progress in all areas	3/9 pupils made good progress in all areas 6/9 made outstanding progress in all areas
2	12	P1(ii) - P54 Reading P1(ii) - P4 Writing P1(ii) - P3 Communication and SPAG	5/5 pupils made outstanding progress in all areas	7/7 pupils made good progress in reading and writing 6/7 made outstanding progress in communication. 1/7 made good progress in communication
3	15	P4 - P7 Reading P3(ii) - P8 Writing P3(i) - P9 Communication and SPAG	5/5 pupils made outstanding progress in all areas	10/10 pupils made outstanding progress in all areas
4	20	P1(ii) - P9 Reading P1(ii) - P9 Writing P1(ii) - P9 Communication and SPAG	6/6 pupils made outstanding progress in all areas	14/14 pupils made outstanding progress in all areas
5	16	P3(i) - P10 Reading P3(i) - P10 Writing P3(i) - P10 Communication and SPAG	3/10 pupils made good progress in all areas 7/10 pupils made outstanding progress in all areas	5/6 pupils made outstanding progress in all areas 1/6 pupil made outstanding progress in reading and communication and good progress in writing
6	17	P2(ii) - P11 Reading P2(ii) - P10 Writing P2(ii) - P11 Communication and SPAG	3/6 pupils made outstanding progress in reading 4/6 pupil made outstanding progress in writing 2/6 pupils made good progress in writing 6/6 pupils made outstanding in communication 2/6 pupils made good progress in reading 1/6 pupils made low progress in reading	8/11 pupils made outstanding progress in all areas 3/11 pupil made good progress in all areas

## Mathematics:

Mathematics data for this year has seen a considerable up turn. The data shown below is representing Year 1 - Year 6 for all pupil. There were five students who experienced their curriculum through Routes for Learning and these students data is written as a case study. See appendix 1 for anonymised version.

Yearly Whole School Number Progress	Yearly Whole School Shape Progress	Yearly Whole School Using and Applying Progress																																																
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## Number, Shape and Using and Applying P level range:

This data shows the working levels covered in each year group. The figures represent the student's ranges when pupils premium funding is accessed and when it is not required. See table on next page.

Year Group:	Total Number of pupils	Data Range	Progress of pupil premium	Progress of non-pupil premium
1	12	P1(ii) - P8 Number P1(ii) - P7 Shape P1(ii) - P7 Using and Applying	3/3 pupils made outstanding progress in all areas	5/9 pupils made good progress in number 4/9 made good progress in number 8/9 made outstanding progress in shape 1/9 made good progress in shape 6/9 made outstanding progress in using applying 3/9 made outstanding progress in using applying
2	12	P1(ii) - P7 Number P1(ii) - P7 Shape P1(ii) - P6 Using and Applying	5/5 pupils made outstanding progress in all areas	1/7 pupils made good progress in using and applying 6/7 made outstanding progress in using and applying 2/7 made good progress in number 5/7 pupils made outstanding progress in number 7/7 pupils made outstanding progress in shape
3	15	P4- P8 Number P3(ii) - P8 Shape P3(ii) - P7 Using and Applying	5/5 pupils made outstanding progress in all areas	10/10 pupils made outstanding progress in all areas
4	20	P1(ii) - P10 Number P1(ii) - P9 Shape P1(ii) - P8 Using and Applying	6/6 pupils made outstanding progress in all areas	14/14 pupils made outstanding progress in all areas
5	16	P2(ii) - P9 Number P3(ii) - P9 Shape P3(i) - P9 Using and Applying	1/10 pupils made good progress in all areas 9/10 pupils made outstanding progress in all areas	5/6 pupils made outstanding progress in all areas 1/6 pupils made good progress in number and using and applying



6	17	P2(ii) - P9 Number P2(ii) - P9 Shape P2(ii) - P9 Using and Applying	2/6 pupils made outstanding progress in all areas 4/6 pupil made good/low progress in all areas	1/11 pupils made good progress in using and applying 1/11 pupils made low progress in number 1/11 pupils made low progress in all areas 1/11 pupils made good progress in all areas 5/11 pupils made outstanding progress in number 6/11 pupils made outstanding progress in shape 7/11 pupils made outstanding progress in using and applying
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## Science:

Science Enquiry data for this year has seen a considerable up turn. The data shown below is representing Year 1 - Year 6 for all pupil. There were five students who experienced their curriculum through Routes for Learning and these students data is written as a case study. See appendix 1 for anonymised version.

Yearly Whole School Science enquiry		
16-17		
	no.	%
=>40	70	88%
=>20	3	4%
>0	1	1%
<=0	6	8%
total	<u>80</u>	100%

## Science Enquiry P level range:

This data shows the working levels covered in each year group. The figures represent the student's ranges when pupils premium funding is accessed and when it is not required. See table on next page.

Year Group:	Total Number of pupils	Data Range	Progress of pupil premium	Progress of non-pupil premium
1	12	P1(ii) - P4 Science Enquiry	3/3 pupils made outstanding progress	3/9 pupils made low progress 6/9 made outstanding progress
2	12	P1(ii) - P4 Science Enquiry	5/5 pupils made outstanding progress	1/7 pupils made low progress 6/7 made outstanding progress
3	15	P3(ii)- P6 Science Enquiry	5/5 pupils made outstanding progress	8/10 pupils made outstanding progress 2/10 pupils made low progress
4	20	P1(i) - P6 Science Enquiry	5/6 pupils made outstanding progress 1/6 pupils made good progress	13/14 pupils made outstanding progress 1/14 pupils made good progress
5	16	P2(ii) - P8 Science Enquiry	6/9 pupils made outstanding progress 3/9 pupils made good progress	3/11 pupils made outstanding progress in all areas 8/11 pupils made good progress in all areas

6	17	P1(ii)- P9 Science Enquiry	5/11 pupils made outstanding progress 2/11 pupils made low progress	5/6 pupils made outstanding progress in all areas  1/6 pupils made good progress in all areas
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## Performance Data 2016-2017

### Overview of the year:

This academic year at Two Rivers Primary is our second year using the assessment tool SOLAR - where we record using the WS P step continuum. This enables teachers to assess and record pupil's achievements and progress with supporting photographic evidence. SOLAR also enables teachers to write the pupils IEP and set individual targets for pupils, based on their individualised curriculums.

Last year assessment and curriculum co-ordinators have worked closely this year to enable effective assessment in the core learning areas of the curriculum. With a raised expectation from changes to the New Primary Curriculum 2014, we have tailored the assessment expectations to meet the pupil's individual needs.

This year we have moved this work on to creating KPI's for the foundation subjects, introduced new end of key stage targets and have introduced reporting around IEP progression and attainment - this is all reported to governors annually. We have completed case study assessments for students being assessed through Routes for Learning.

### Measuring progress over time:

We begin with baselines for all pupils across the school; these are completed within the first 6 weeks of attendance. As a staff team we have created Key Performance Indicators (KPIs) for core and foundation subjects to use as the pertinent measure of attainment and demonstrate progress in these subjects. These are six key statements for Core and three for foundation subject, within each WS P step; each statement requires teacher to evidence photographically of pupils learning.

The KPIs were produced by the collaboration of teachers in subject teams for Maths, English and Science and by specialists for the foundation subjects.

Formative assessment of learning, recorded in the children's books is tracked through the use of SOLAR ladders; this enables teachers to keep an up-to-date record of children's attainment and is easily uploaded onto SOLAR on a termly basis.

Teachers are target setting using upper quartile targets based on progression guidance - setting very aspirational attainment goals for students over time - these targets are recorded using Solar and so are accessible for all teachers to work towards. These will be evaluated at the end of each term to indicate whether more specific intervention is needed.

Using the new assessment criteria, our bespoke KPIs and new assessment tool, individual pupil's and groups' progress is tracked throughout the year in all subjects.

This transition is moving forward well and is now embedded into practise - We have been able to return to our aspirational progress measures using 80% as outstanding progress, 60% as Good Progress and 30% as Low Progress. This is an achievement that we expected to meet next year - but teachers have worked well to increase their expectations of attainment for the pupils.

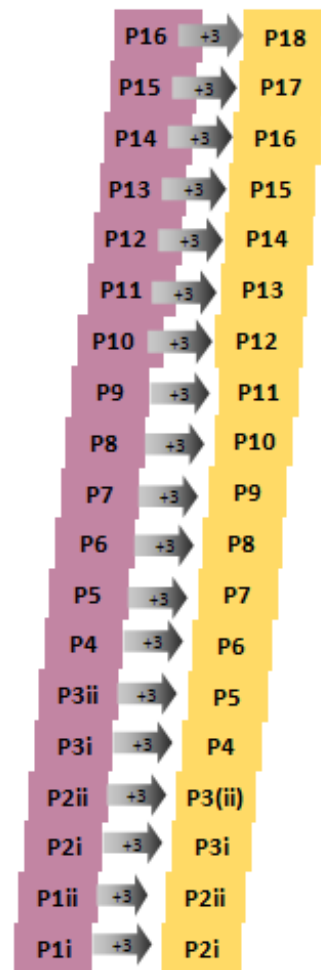
### Target setting to measure attainment:

The students at Two Rivers Primary School do not work at age related expectations and therefore the government implemented measures to gauge attainment over time in 2016/17 were not able to acutely track the attainment and progress of our learners.

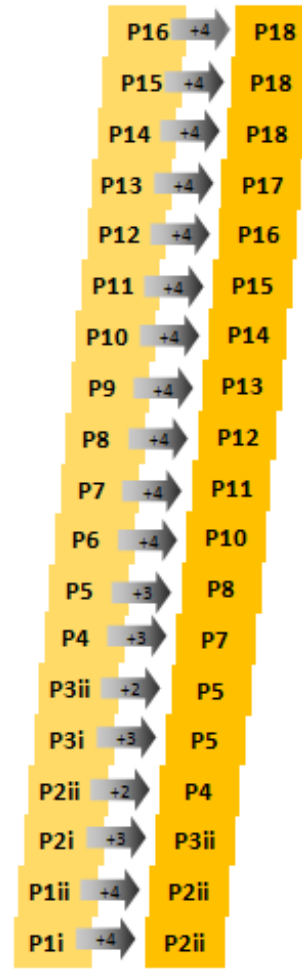
As with other special schools we consulted with in Coventry and Staffordshire, we have used an adapted version of Progression Guidance attainment target setting materials in order to set our pupils with aspirational upper quartile targets - tracking their attainment from entry to end of key stage. We used baseline and end of year 2 assessments to predict their end of key stage 1 or 2 targets - this year we are reporting attainment against these targets. When working closely with the teachers around this it has really raised expectations and increased an ownership of data for phases and class teams.

## Two Rivers End of Key Stage Aspirations

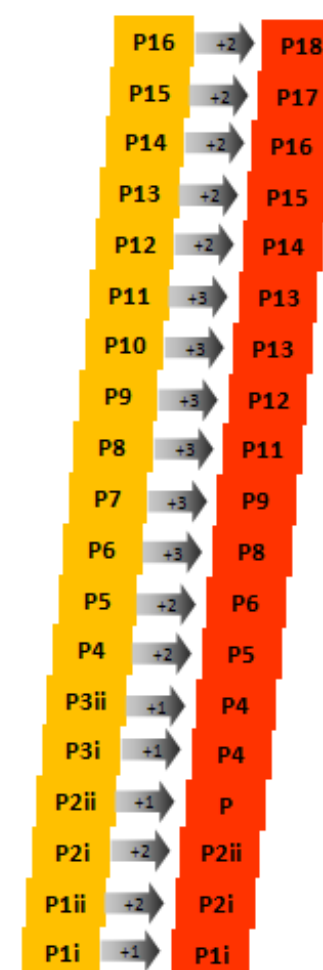
Aspirational targets set based on 'Progression Guidance' using the Upper Quartile.



End of EYFS to  
KS1



KS1 to KS2



KS2 to KS3

### Attainment for End of Key Stage One Pupils:

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
Maths (Number)	Boy 6	0	6	100%
	Girl 3	0	3	100%

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
English (Communication and SPAG)	Boy 6	0	6	100%
	Girl 3	1	2	66%

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
Science (Enquiry)	Boy 6	1	5	83%
	Girl 3	0	3	100%

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
SMSC	Boy 6	1	5	83%
	Girl 3	0	3	100%



## Attainment for End of Key Stage Two Pupils:

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
Science (Enquiry)	Boy 8	3	5	62.5%
	Girl 6	2	4	66.5%

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
Science (Enquiry)	Boy 8	3	5	62.5%
	Girl 6	2	4	66.5%

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
Science (Enquiry)	Boy 8	3	5	62.5%
	Girl 6	2	4	66.5%

Subject	Number of pupils (not on Routes for Learning)	Number not achieved end of Key Stage expectation	Number achieved or exceeding end of Key Stage expectation	Percentage of pupils achieving or exceeding attainment
Science (Enquiry)	Boy 8	3	5	62.5%
	Girl 6	2	4	66.5%

## Actions:

Subject	Action	Identified From	Who's doing it?
Maths	<p>Implement the use of Numicon into all maths lessons to see progress in all areas of maths teaching. (focus on Coverage)</p> <p>Introduce 20:20 sessions to improve the recall of mathematics facts.</p>	Maths data 2016 -17	Marie Povey and Laura Slinn
English	<p>Improve phonics tracking across the school.</p> <p>Introduce 20:20 phonic sessions. To improve small group teaching approach.</p> <p>Track progress of children in phonics across the school, begin to report on areas of need and strength.</p>	English data 2016 -17	Mel Brindley
Science	<p>Improve subject coverage in Sc2, 3, 4. Record data for these areas consistently through the school.</p>	Science data 2016 -17	Kelly Bailey to lead - teachers responsible for inputting own class data termly.
Data	<p>Child Protection Children are making low progress</p> <p>Case by case level and ensure the need for nurture, monitor using the Leuven scale for wellbeing and engagement.</p>	Data co-ordinator	Michelle Roberts and Laura Slinn
Data	<p>Solar transfer to new updated system</p>	Data co -coordinator	Michelle Roberts



Photo of  
Child here

## Appendix 1: Case study 2016/2017

Childs name: Child 1

Childs Year Group: 2

Background: Child 1 has Bardet Biedl syndrome and developmental delay. In March 2013 he had a kidney transplant. In addition to this Child 1's vision is poor and he has behavioural issues which are a trait of his condition. He suffered a bout of Cryptosporidium in October 2016 which led to him being absent from school for some time. Therefore his attendance this year stands at 84%. Earlier this year there were indications that Child 1's body may be rejecting his kidney and he was placed on a course of steroids. This had led to him gaining a great deal of weight which has in turn limited his mobility and at times made him very unhappy.

Starting Point and outcomes: Child 1 is working on "routes for learning" and his attached route map shows his progress throughout the year. Child 1 is now showing a greater interest in his surroundings and interacts more with both adults and children. This is partly due to his much improved mobility (prior to weight gain). He is able to walk with an adult or independently with his K Walker. He will also crawl to reach a desired toy. Child 1's behaviour is calmer now and his aggressive outbursts much fewer. Child 1 is learning to feed himself with a spoon although his diet remains limited. He is also communicating "more" using a PEC's symbol.

Actions: Child 1 has received sessions of Hydrotherapy and Rebound therapy. He is also taken for daily walks with his k walker. Child 1 has been encouraged to interact with others through engaging in 1:1 activities such as "Row your boat" he also receives weekly speech and language support from the speech and language team as well as daily input from the class staff. Every lunch

time Child 1 is encouraged to use his spoon with adult support. When Child 1 is feeling cross he likes his own space and will indicate when he is ready for a cuddle and reassurance.

Next steps: Child 1 is to move into a new sensory learning group for the next academic year to further his progress and interaction with his peers.

## Appendix 2: Monty's Soft Play and the impact upon Physical Development at Two Rivers Primary School.

The Reception class children began to access Monty's soft play in January 2017, the aim of these session was to develop the children's gross motor skills, in a fun and active way.

These sessions were held on weekly basis every Monday morning and the class had exclusive access to the soft play equipment for one hour a week.

### Achievement scores Moving and Handling

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6	Child 7	Child 8	Child 9	Child 10	Child 11
End of Aut	16 to 26 D	22 to 36 E	22 to 36 E	16 to 26 D	22 to 36 E	16 to 26 S	22 to 36 D	22 to 36 E	16 to 26 E	16 to 26 D	16 to 26 S
End of Year	22 to 36 S	30 to 50 D	30 to 50 D	30 to 50 E	30 to 50 D	30 to 50 D	30 to 50 D	30 to 50 D	30 to 50 E	30 to 50 E	30 to 50 E
progress	rapid	rapid	rapid	rapid	rapid	rapid	typical	rapid	rapid	rapid	rapid

100% of children made typical progress (3 sub levels or higher), 91% of children made rapid progress (4 sub levels or more)

Monty's also had an impact on the PSED scores:

- 100% of children made typical progress (3 sub levels or higher) for the class Making Relationships
- 91% of children made rapid progress ( 4 sub levels or more) Self-confidence and Self Esteem
- 100% of children made rapid progress (4 sub levels or more).

The links for this can be seen in the Tapestry observations as children's assessments are linked to the following statements from the 16 to 26 months band to the 30 to 50 month band:

Play alongside each other, Uses a familiar adult as a secure base from which to explore independently in new environments and explores new toys and environments but "checks in" regularly with familiar adult as and when needed.

Interested in other peoples play and starting to join in, seeks out others to share experiences, separates from main carer with support and encouragement from a familiar adult, expresses own preferences and interests, initiates play, offering cues to peers to join them, keeps play going by responding to what others are saying or doing, demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

Dawn Gessey-Jones

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